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ABSTRACT

This library instruction statement is designed to help the Northern Illinois University (NIU) Libraries meet the information needs of the students, faculty, and community. Objectives designed to reflect the general goals of the NIU library instruction program include increasing university and community awareness of the library as an educational, recreational, and cultural facility; assisting users to find and use library materials and facilities; reinforcing or providing supplementary instruction in research methods; bringing to the attention of library users specific materials, new items, and new services available in the library; and developing instructional programs that provide positive learning experiences for all students. The instructional objectives are divided first by user category and second by level of library use. The categories and levels are as follows: (1) students--basic library skills, course-related bibliographic instruction; (2) faculty--library services and resources, library-classroom liaisons; (3) community--library environment, special interests; and (4) library staff--general staff orientation, information services. A chart showing levels and related activities is included. (THC)

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Committee for Library Instruction
Subcommittee on Goals and Objectives
Crimmins, Blowers, McMillan

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Northern Illinois University Libraries
Library Instruction
Scope and Mission Statement

Library instruction in the Northern Illinois University Libraries is designed to meet the information needs of the students, faculty and community and to prepare them to become effective life-long users of the library.

The general goals of the NIU library instruction program include:

Increase university and community awareness of the library as an educational, recreational and cultural facility.

Assist users to find and use library materials and facilities.

Reinforce or provide supplementary instruction in research methods.

Bring to the attention of library users specific materials, new items and new services available in the library.

Develop instructional programs that provide positive learning experiences for all students.

The goals of the library instruction program are broken down first by user category and second by level of library use. These categories include students, faculty, staff and members of the general community.

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STUDENTS

Level I Basic Library Skills

The primary objective of library skills instruction at Level I is to provide students with the specific skills needed to successfully complete their class assignments using general information sources. Following basic library skills instruction, the student should have achieved the following instructional objectives:

I. The student has knowledge of the organization of the Northern Illinois University Libraries.

A. The student recognizes that the NIU Libraries include the General Education Library, Founders Memorial Library, Faraday Library, Davis Hall Map Library, Audio-Score Library, Archives, and the Lorado Taft Library.

1. The student can explain that location abbreviations are used in the main card catalog and in the Periodicals Holdings List to designate these and other library locations.

2. The student can use the library directories to interpret location abbreviations.

3. The student can explain that reference librarians can help to interpret location codes and can advise on how to find items (such as recordings and audio visual materials) which are not indexed in the main card catalog.

B. The student recognizes that the General Education Library (GEL) is located in Swen Franklin Parson Hall.

1. Given the term GEL Collection, the student can explain that it is specially selected to meet the needs of the general education courses.

2. Using the Information Guide to the GEL, the student can list the following collections:

a. Juvenile Collection
b. Educational Materials Collection
c. Reserve collection
d. Fouser Music Room
e. Z Book collection

C. The student is aware that Founders Memorial Library (FML) is the principal library on the NIU campus.

1. Using the map and directories, the student can locate the key library functions (circulation, card catalog, and general reference) on the entrance floor.

2. The student can explain that the upper floors shelve the circulating collection, which is organized by the Library of Congress classification system into subject cluster areas.

3. The student can use the map and directories to locate specialized collections including government publications, microforms, periodicals, and rare books/special collections.

4. The student can use the map and directories to locate the functional services (directories, lounges, escalators, rest rooms, elevators).

II. The student uses the services of the NIU Libraries.

A. Reference and Informational Services

1. The student recognizes the library staff, particularly the public services staff, as a source of information and is comfortable seeking information from them.

2. The student can describe a reference section as a collection of factual resource materials; e.g., handbooks, dictionaries, and encyclopedias.

3. The student can explain that there is a reference desk in GEL staffed by library personnel who help with reference inquiries and with term paper research and who will refer the student to other library reference desks as needed.

4. The student can explain that further reference assistance is available in FML in the General Reference Department.

5. The student can use the map and directories to FML to locate specialized reference assistance and collections.

B. Library Instruction

1. The student can explain that library instruction is available to classes when scheduled and to individuals at time of need.

2. The student can locate library self-instructional materials and guides at the reference desks, at information racks, and at point-of-use.

C. Circulation

1. The student can explain the basic policies, procedures and responsibilities for borrowing library materials.

2. The student can list other uses to be made of the circulation record, ^ determination of the status of an item and placing a "hold" or a recall on a charged item.

D. Reserves

1. The student can locate the reserve section.

2. The student can use the course listings to determine the location of required readings.

III. The student is alert to the wide variety of available informational resources.

A. Reference books

1. General Encyclopedias and dictionaries

a. The student can explain that general encyclopedias provide background readings on a topic and are useful in limiting the scope of the research topic and/or obtaining an overview of the subject.

b. The student can explain that a bibliography following an article in the encyclopedia may lead to additional sources of information.

c. The student can explain that the index volumes of the encyclopedia should be utilized to locate all information in the set that may relate to the topic.

2. Bibliographies

a. Given the term "bibliography," the student can define its functions.

b. The student can locate a specific and a general bibliography for a topic through the card catalog, periodical indexes or other bibliographies.

3. Style manuals

a. Given the term "style manual," the student can explain its usefulness in writing a term paper.

b. The student can locate the approved style manuals in the library.

B. Locating book resources

1. Library of Congress Subject Headings (LCSH)

a. The student can locate the LCSH volumes.

b. The student can compile a comprehensive list of subject headings and subdivisions on a given topic; e.g., adapt own terminology to that of the card catalog.

2. Card Catalog

   a. Given the term "card catalog," the student can explain its purpose.

   b. The student can locate the card catalogs in the University Libraries.

   c. The student can differentiate between author, title and subject cards, and between the author-title and subject catalogs.

   d. Given the bibliographic information for a book, the student can accurately search the author-title card catalog to determine if the item is in the University Libraries.

   e. Given a usable subject heading, the student can determine through the subject card catalog what the University Libraries hold on the subject.

   f. The student can use subject tracings on the catalog card as a pertinent source of alternate subject headings.

   g. The student can correctly copy a complete call number, including location abbreviations and can use guides, directories and signs to locate the item on the shelf.

   h. When card catalog citations seem inadequate, the student can explain that the reference librarian may be consulted for further assistance.

   i. The student is aware that self-help instructions for using the card catalog are available and can list where they are located.

3. Criticisms and reviews

   a. The student can identify appropriate indexes to consult for a list of criticisms and reviews for a title.

   b. The student can locate a criticism through the card catalog.

4. Biographies

   a. The student can identify the appropriate indexes for a listing of biographies.

   b. The student can locate biographies through the card catalog.

5. Library Control System (LCS)

   a. The student can identify the LCS terminal in the library.

   b. The student can input an algorithm (author, author/title, title) to determine through LCS if an item is in the University Libraries.

c. The student can do a detailed search on an item to determine circulation information.

d. The student can explain that the card catalog must be consulted for full bibliographic information and tracings.

e. The student can correctly copy the complete call number from the LCS printout and can use guides, directories and signs to locate the item on the shelf.

C. Periodical literature

1. Periodical information

a. The student can explain that periodicals may be used to obtain current information on a wide range of topics.

b. The student can explain that periodical literature can be studied to gain an historical perspective to a subject or event.

2. Periodical indexing and abstracting services

a. The student can locate the periodical indexes.

b. The student can differentiate between general indexes and subject indexes.

c. The student is able to explain how to search for articles by using all possible subject headings.

d. The student is able to identify the author and title components of a citation in an index.

e. The student is able to list the bibliographic information that must be copied from the index in order to locate an article.

f. The student can consult the index's list of periodical abbreviations for the complete periodical title.

g. The student can use the abbreviation list in the front of an index to find the meaning of each abbreviation and number in a citation (i.e., illus, bibliog, volume number, issue date).

3. Periodicals and Serials Holdings List

a. The student can explain that to locate the desired periodical titles in the University Libraries, the Periodicals and Serials Holdings List should be consulted.

b. The student can explain that the Periodicals Holdings List is an alphabetical listing of the periodicals in the NIU Libraries.

c. The student can locate the Periodicals Holdings List at the various service desks throughout the University Libraries.

d. The student can determine the library location of desired periodicals by consulting the list.

e. Using the self-instructional materials available in the library (e.g., notes on the front cover of the Holdings List, point-of-use slide tape presentation, guides and directories), the student can become familiar with the shelving arrangements of the various periodical locations in the University Libraries.

f. The student can use the KWOC List to verify the correct wording of a periodical title.

g. The student can explain that periodicals are used heavily and is aware of places to look when they are not on the shelves (e.g., drop shelves, photocopy areas, circulation desk).

i. The student can explain that when citations in the Periodicals Holdings List are confusing, a reference librarian or an attendant at the Current Periodicals desk may be consulted.

D. Government publications

1. The student can explain that government publications are a valuable source of information, for current topics, statistics and research reports.

2. Using the map to FML, the student can locate the Government Publications Department on the second floor.

3. The student can locate a main entry in the Monthly Catalog after doing an author, title and subject search.

4. The student can explain that searching by "issuing agency" is a reliable approach to searching for a government publication.

5. The student can define the term "depository library" and know that NIU Libraries has such a status.

E. Newspapers

1. The student can explain that newspapers are primary sources of information for current topics.

2. The student can explain that newspapers are useful for historical research in defining attitudes and media perspectives on events.

3. The student can list some major newspapers that are indexed.

4. The student can explain that the years covered in an index are indicated on the spine and title page of the volume.

5. The student can experiment with subject headings to retrieve all pertinent information from a newspaper index.

6. The student can determine the meanings of abbreviations used in the indexes.

7. The student can explain how dates identified in newspaper indexes may be used to retrieve information from non-indexed newspapers.

Students

Level II Course-Related Bibliographic Instruction

Level II library instruction is designed to develop the ability of junior, senior and graduate students to conduct scholarly research at an advanced and professional level within each one's particular area of concentration. The primary objective of Level II instruction is to provide students with an understanding of the organization of the literature in their respective fields of study and a familiarity with its basic and more advanced bibliographic resources. Following Level II bibliographic instruction the student should have achieved the following instructional objectives:

A. The student can describe the principal features of the dictionaries, encyclopedias, bibliographies and handbooks for the discipline and can locate them in the library.

B. The student can adapt terminology used in a subject search of the literature to the varied terminology of different indexes and abstracts.

C. The student can utilize computerized data bases appropriate to the subject search.

D. The student can locate and interpret statistics relevant to an informational or research need.

E. The student is able to locate published reviews of books in the respective subject area.

F. The student is able to locate biographical information on prominent personalities in the subject field.

G. The student can explain the importance of government publications to a study of current topics and can use the Monthly Catalog to identify government publications relevant to the area of interest.

H. The student can describe the scope and special features of major journals in the subject field.

I. The student can generalize about the cross-disciplinary relatedness of research and can explain how to find and use the bibliographic resources of other disciplines when appropriate.

J. The student considers the limitations of the collection when planning a research project.

K. The student can plan an efficient search strategy and prepare a comprehensive literature search on a particular topic using library, campus and other resources as appropriate: e.g., CRL, ILL.

L. The student can evaluate resources and select the bibliographic citations most relevant to a specific informational need.

M. The student can distinguish between primary and secondary sources.

STUDENTS

Level II Course Related Bibliographic Instruction
Course Worksheet

A. The student can locate in the library and can describe the principal features of the following dictionaries, encyclopedias, bibliographies and handbooks:

B. The student can adapt terminology used in a subject search of the literature to the varied terminology of the following indexes and abstracts:

C. The student can utilize the following computerized data bases:

D. The student can locate and interpret statistics relevant to the following informational needs:

E. The student is able to locate published reviews of books using the following resources:

F. The student is able to locate biographical information on prominent personalities using the following resources:

G. The student can explain the importance of government publications to a student of current topics and can use the Monthly Catalog to identify government publications relevant to the following areas of interest:

H. The student can describe the scope and special features of four of the following major journals:

I. The student can generalize about the cross-disciplinary relatedness of research and explain how to find and use the bibliographic resources of other disciplines when appropriate:

J. The student considers the following limitations of the collection when planning a research project:

K. The student can plan an efficient search strategy and prepare a comprehensive search on a particular topic using library, campus, and other resources as appropriate: e.g., CRL, ILL.

L. The student can evaluate resources and select the bibliographic citations most relevant to a specific problem.

M. The student can distinguish between the following primary and secondary sources:

FACULTY

Level I Library Services and Resources

It is the responsibility of the library to bring to the attention of university faculty new and continuing services and materials available in the University Libraries. Following successful level one library-faculty interaction, the university faculty member can demonstrate the following behavioral objectives:

I. The faculty member is acqainted with the facilities and services available in the University Libraries.

A. The faculty member can correctly identify and explain the purpose of the following:

1. Interlibrary Loan
2. Library instruction programs
3. Circulation and reserve privileges
4. Ordering information and procedures
5. Displays
6. Reference services
7. Photoduplication services
8. Colloquium rooms and current awareness rooms
9. Faculty studies
10. Special meetings and speakers
11. Library departments and subject clusters

B. Given a map of the library the faculty member is able to locate key service points (e.g., circulation, reserve, periodicals desk, card catalog, holdings lists, government publications).

C. Given a map of the library the faculty member is able to locate key collections (e.g., reference, periodicals, circulating books, microforms).

II. The faculty member is aware of the specialized research tools which are available in the library for informational research needs.

A. A faculty member can find in the library and demonstrate the use of the resources for the discipline:

1. Guides and reviews to the literature
2. Abstracts and indexes
3. Computerized data bases
4. Bibliographies and digests
5. Dictionaries and encyclopedias
6. Directories and biographical sources
7. Government publications and statistical sources
8. Handbooks, yearbooks and manuals
9. Major monographic series
10. Periodicals and serials

B. The faculty member can find in the library and demonstrate the use of the general bibliographic research tools.

1. Library of Congress Catalog and National Union Catalog

2. Books in Print (and European counterparts) and Cumulative Book Index.
3. Union List of Serials, New Serial Titles, Ulrich's International Periodicals Directory and Magazines for Libraries.
4. Library of Congress Subject Headings.
5. National Union Catalog of Manuscript Collections.

III. The university faculty member can identify by name library contact persons who serve as library-faculty liaisons.

A. The faculty member can identify by name the Library Director, Associate Director and Assistant Director for Technical Services and can locate their offices.

B. The faculty member can identify by name public services librarians and can locate their offices.

1. The faculty member can locate the librarians who provide general reference assistance.

2. The faculty member can identify by name the public services librarian(s) best qualified to provide personal reference assistance in the subject discipline.

C. The faculty member can identify by name library contact persons for ordering assistance.

1. The faculty member can locate and identify by name the Head of Collections Develpment.

2. The faculty member can identify by name the librarian (public services or technical services) who is best qualified to provide ordering assistance in the subject discipline or area of interest.

FACULTY

Level II Library-Classroom Liaisons

Well established library-classroom liaisons result from formal and informal channels of communication between classroom and library faculty. The following behavioral objectives are demonstrated outcomes of the successful level two library-classroom faculty liaisons:

I. The library faculty has an awareness of the information needs of the classroom faculty and their students.

A. Library faculty are able to develop collections and services based on curricular needs.

1. Library faculty prepare course-related bibliographies.

2. Library faculty identify and develop supplementary materials.

3. Library faculty develop course-related displays and enrichment programs.

B. Library faculty develop and present course-related bibliographic instruction to the students.

II. Classroom faculty have knowledge of established and new library resources and services.

A. Classroom faculty are able to develop class assignments based on available library resources.

1. Classroom faculty prepare course-related bibliographies.

2. Classroom faculty initiate class assignments which utilize library services and collections.

B. Classroom faculty request course-related bibliographic instruction for their students.

III. Library faculty and classroom faculty plan and teach together to prepare students to find and use library materials and facilities.

A. Library faculty and classroom faculty work together to develop library collections and services based on curricular needs.

1. They prepare course-related bibliographies.

2. They identify and develop supplementary materials.

3. They develop course-related displays and enrichment programs.

4. They develop and present course-related bibliographic instruction.

B. Library faculty and classroom faculty work together to develop course assignments based on available library resources.

1. They develop course assignments that utilize library reference and reserve collections and services.

2. They develop class assignments that utilize library circulating collections.

C. Library and classroom faculty share joint responsibility for the design and completion of class assignments which develop in the students independent learning habits and life-long library use.

1. GEL faculty and general reference faculty work together with general education classroom faculty to design course assignments that develop student general information-seeking skills and general research strategies.

2. Subject cluster library faculty and upper-division and graduate classroom faculty work together to design course assignments that develop student discipline-related research skills.

3. Library faculty and classroom faculty give independent and group tutorial assistance in the classroom and in the library to the students working to complete their assignments.

COMMUNITY

Level I Library Environment

Life-long learning and continuing education are enhanced by an environment which is intellectually stimulating, fosters inquiry and encourages use of resources. The following objectives and activities are directed to this end.

I. The library is oriented to the user.

A. The library is made self-explanatory through:

1. Coordinated graphics and signs.

2. Maps, guides, directories and tours available at convenient and accessible locations.

3. Point-of-use instructional presentations which are located near specific resources.

B. The library sponsors displays which:

1. Illustrate ideas, art works, and events of interest to the general community including students, faculty, staff and residents.

2. Exhibit creative student work.

3. Illustrate resources, ideas, problems and methods relevant to specific courses and cross-disciplinary relationships.

4. Call attention to new acquisitions relevant to specific disciplines.

5. Encourage recreational, educational, and cultural use of the library resources.

II. The library provides informational services to help members of the community find and use library materials and facilities.

A. Professional librarians provide reference and research assistance during scheduled reference hours.

B. Students provide directional and referral services during scheduled information hours.

COMMUNITY

Level II Special Interests

The library makes available to special interest groups in the community the library services and facilities which pertain to their needs.

I. Upon request the library acquaints special interest groups with the facilities and services of the library.

A. The library provides group tours.

B. The library provides orientation materials.

II. Upon request the library provides special interest groups with instructional programs that facilitate their use of library resources.

A. The library provides instruction in basic library skills.

B. The library provides discipline or interest-related bibliographic instruction.

LIBRARY STAFF

Level I General Staff Orientation

Level one library staff orientation is designed to provide new library staff (para-professional, clerical and student) with a general orientation to the organization of the University Libraries and with an understanding of job procedures. Following level one library staff orientation, the library staff member should have achieved the following instructional objectives:

I. The library staff member is acquainted with the organization of the University Libraries.

A. The staff member can identify the components of the University Libraries (e.g., Founders Memorial Library, General Education Library, Faraday Library, Davis Hall Map Library, Audio-Score Library, University Archives, Regional History Center and Lorado Taft Library).

1. The staff member can identify the general scope of the collections of each of these library units.

2. The staff member can interpret the location abbreviations used to identify these and other library locations.

B. The staff member can correctly identify the primary functions of the following:

1. Library Administration

2. Business Office

3. Technical Services

4. Public Services

C. The staff member can identify by name the Library Director, Associate Director, and Assistant Director for Technical Services.

1. The staff member can locate their telephone numbers using the Library Staff Directory.

2. The staff member can locate the office of each library unit.

D. The staff member can identify by name the Library personnel director and the staff of the Business Office.

1. The staff member can locate the Business Office.

2. The staff member can locate the Business Office telephone number.

E. The staff member is acquainted with the benefits and responsibilities of library employment.

1. The staff member can explain the procedure for reporting work hours, sick leave and vacation time.

2. The staff member can define the pay periods and procedures.

3. The staff member can explain the benefits (e.g., vacation time, sick leave, insurance, and educational benefits).

II. The staff member is acquainted with the procedures specific to the job description.

A. The staff member is aware of available manuals, instructional programs, procedural guides and resource persons.

1. The staff member can identify the specific tasks and responsibilities of the job.

2. The staff member can identify the person(s) who can answer questions and give explanations and clarifications of specific tasks and responsibilities.

B. The staff member can explain the criteria by which job performance is to be evaluated.

C. The staff member can identify by name the persons directly associated with the work flow of the job.

1. The staff member can identify by name the immediate job supervisor.

2. The staff member can identify by name the staff directly associated with the work flow of the job.

LIBRARY STAFF

Level II Information Services

Library staff assigned to public service areas (e.g., circulation desks, information desks, telephones) are often the first library contact for the user who is seeking directions, information, or resource services. Level two library staff instruction is designed to provide new library staff (para-professional, clerical, and student) with an awareness of the services, materials and resource people available in the University Libraries. Following level two library staff instruction, the library staff member should have achieved the following instructional objectives:

I. The library staff member is acquainted with the services and collections of the University Libraries.

A. The staff member can identify the purpose of key library services.

1. Information services
2. Reference services
3. Reserve services
4. Library skills instruction
5. Course-related bibliographic instruction
6. Inter-library loan
7. Photoduplication services
8. Collections development
9. Technical services
10. Circulation

B. The staff member can correctly identify and locate key library departments and collections:

1. Cataloging
2. Serials
3. Acquisitions
4. General Reference
5. Subject Clusters
6. Government Publications
7. Current Periodicals

8. Rare Books and Special Collections

9. Interlibrary Loan

10. Business Office

11. General Education Library

12. Microforms Department

II. The library staff member refers "reference questions" and "instruction" information contacts to public services librarians.

A. Using "Reference Question Definitions," the staff member can identify the following as "reference questions":

1. Information contacts which involve the use of information sources in responding to questions of a specific, factual or research nature.

2. Information contacts which require knowledge of information sources.

B. Using "Reference Question Definitions," the staff member can identify the following as information contacts which involve "instruction":

1. Information transactions which involve teaching the use of library resources.

2. Information transactions which involve teaching basic library skills (e.g., use of the card catalog, periodical indexes, general reference sources).

3. Information transactions which involve teaching the principles of bibliographic research.

C. The staff member can identify by name public services librarians and can locate their offices.

1. The staff member can locate the librarians who provide general reference assistance.

2. Using the Library Staff Directory, the staff member can identify by name and telephone number the public service librarian(s) best qualified to provide specific reference assistance.

III. The library staff member can give quick and accurate answers to "directional questions".

A. Using "Reference Question Definitions," the staff member can identify the following as "directional questions":

1. Brief information contacts which facilitate the use of the physical facilities of the library (e.g., study rooms, telephones, rest rooms, service desks, lounges).

2. Questions regarding the location of specific materials by category or call number.

3. Questions regarding the location of specific persons by name or specialization.

4. Questions regarding hours of service.

5. Questions concerning library privileges, policies and procedures.

6. Assistance with the operation of machines.

B. The staff member can use library guides, maps, directories, hand-outs and signs to give specific and accurate directions.

1. The staff member can interpret the "Book Classification Directory."

2. The staff member can interpret the "Location Abbreviations Directory."

3. The staff member can interpret the entries in the Periodicals Holdings List.

4. The staff member can interpret the maps to Founders Memorial Library, General Education Library and Northern Illinois University.

5. The staff member can identify the location of library guides, maps, directories and hand-outs or can identify the contact person who can furnish a supply for each information point.

Level	GEL-General Orientation	Library Skills Workbook	Self Guided Tour	Faculty Handbook	Video Tapes	Slide Tapes	Point-of-use Programs	Seminars	On-Demand Course-Related Instruction	Group Tutorial Assistance	Individual Tutorial Assistance	Handouts, Newsletters, etc.	Transparencies
Students Level I Basic Library Skills	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓
Students Level II Course-Related Bibliographic Instruction			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Faculty Level I Library Services and Resources			✓	✓	✓	✓	✓				✓	✓	
Faculty Level II Library-Classroom Liaisons		✓		✓	✓		✓	✓	✓	✓	✓	✓	
Community Level I Library Environment			✓	✓	✓	✓	✓				✓	✓	
Community Level II Special Interests	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓
Staff Level I General Staff Orientation			✓		✓	✓	✓						
Staff Level II Information Services		✓	✓	✓	✓	✓	✓					✓	